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ABSTRACT

Designed for 7th- and 8th-grade students, this teaching unit focuses on the role that Arlington House--Custis-Lee Mansion--(owned by the Washington and Lee families) played both in architectural importance and in history. The unit serves as a vehicle for studying the various roles and cultural distinctions present in antebellum southern society and illustrates the lifestyles of southern leaders. While the unit uses Arlington House, a similar study could be made of other historic houses. Four lessons help students: (1) recognize and identify an antebellum southern plantation house, (2) determine the functions performed on a southern plantation through analysis of the form of the buildings and the estate plan, (3) understand what slavery was like and how widespread it was in the south, (4) understand the importance of the plantation houses to the south prior to the Civil War, and (5) identify some of the roles which made up the plantation household. In addition, the unit includes a mystery house description, a 19th century letter, worksheets, floor plans, maps, teacher information, instructions for marbelizing, and a 7-item bibliography. (LH)

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IF THESE WALLS COULD TALK!

The Story of Arlington House Before The Civil War

by

Bonnie Pfoutz

SO 015 230

Arlington Public Schools

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Thanks and appreciations to Renee A. Dunbar, Secretary to the project, and to Eloise Austin who prepared the preliminary and final manuscripts of the units.

Our special thanks to the staff at the National Endowment for the Humanities for their support to the project.

The photograph of Arlington House used on the cover was taken by Candace Reed.

HISTORY BY THE BLOCK

Arlington Public Schools • 1426 N. Quincy Street Arlington, Virginia 22207

Project Description

HISTORY BY THE BLOCK is an educational design seeking to strengthen the teaching of history in the Arlington Public Schools by focusing attention on the role of architecture and the design process in American social history. The program will also focus attention on the redevelopment that is taking place in Arlington at the present time, and will help students understand that what is being built in Arlington at the present time will be left to future generations as a record of our society. In looking at the past in our country, students will be able to discover that buildings are as much a record of the past as any other historical evidence and reveal the tastes and values of a particular time.

Plan of Action

Teacher workshops were held during the summer of 1982 and 1983 to familiarize teachers with architectural concepts and the design process as it fitted into social history. The workshops were followed by writing sessions which translated concepts learned into units of study at several elementary and secondary levels in history and social studies courses. The units written during the summer of 1982 were piloted by several teachers during the 1982-83 school year. They were then evaluated and revised during the summer of 1983. During the same time period, experiences in architecture and social history were provided as an inservice program for a much wider group of teachers. The units will be published and distributed widely during the fall of 1983 to all interested teachers.

Curriculum Units

The following units were produced by the project:

Grade Level	Title
4-5	What Did It Look Like Then? Eighteenth Century Architectural Elements
7-8	Freedman's Village: Arlington, Virginia 1863-1900
7-8	Block Study: Learning About Your Local Community
7-8	If These Walls Could Talk! The Story of Arlington House Before The Civil War
11	The Capitol Experience in Washington, D.C.

Supported by a grant from the National Endowment for the Humanities, ES-1930-81

Each unit includes lesson descriptions and teacher and student materials needed for teaching/learning. In addition, all the visuals and sources are included. While the units use local Arlington sites and may be construed as local history, the concepts of the units may be adapted to any location. In addition, the units on Arlington House (Custis-Lee Mansion in Arlington National Cemetery) and Freedman's Village in the same location, and on the U.S. Capitol have national significance. The two units on Arlington House and Freedman's Village together provide a unique way to look at the Civil War period. The Freedman's Village unit opens up a long neglected aspect of local and national Black history.

Skills To Be Learned

Students learning from these units can be expected to acquire the following skills:

1. Be able to identify the major architectural styles used in American towns and cities and understand the historical reasons for the popularity of these styles.

2. Understand the interrelationship between architecture and design and the social history in the growth of American communities.

3. Be able to use the study of architecture as a tool to unlock historical information using visual literacy and critical thinking skills.

4. Understand the ways in which the use of space effects the way people live and work.

5. Understand the forces (political, social, economic) within a community which determine how space within that community is used, and how historically, these forces have been influenced.

The Results

This unit, If These Walls Could Talk! is the story of Arlington House before the Civil War reveals life in a plantation house located across the Potomac River from the nation's capitol and owned by members of the Washington and Lee families. This unit, written by Bonnie Pfoutz, teacher of 7-8 grades at Swanson and H-B Woodlawn schools, takes a look at the role that the house played both in architectural importance and in history and should appeal to students at several levels in the schools.

Martha Swaim, Projector Coordinator
Seymour B. Stiss, Project Director

September, 1983

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ACKNOWLEDGMENT

This unit would not have been possible without the assistance of the National Park Service at Arlington House. Particular thanks are due to Agnes Mullins, the Curator at Arlington House, and to Ann Fuqua, Director of Education. These women located the letter used in Lesson #1 as well as all the graphic material concerning the house. They gave not only these tangible aids, but provided hours of their time explaining the history of the house and helping to plan how best to encourage students to explore that history.

Introduction

This unit was originally intended to be the first of two units which would use architecture to identify the many cultural and economic differences between the North and South prior to the Civil War. Although a similar unit is not yet available to study a Northern town, this unit still provides a vehicle for studying Southern society.

The estate surrounding Arlington House was not referred to as a plantation. In spite of this, a study of the material available regarding Arlington House provides significant insight into the various roles and cultural distinctions present in antebellum Southern society. As Worksheet #2 in Lesson III indicates, the vast majority of the Southerners owned less than 10 slaves. Clearly, the majority of Southerners did not live on large plantations. A study of those plantations does, however, illustrate the lifestyles of the Southern leaders and also gives a good idea of the social distinctions present in that society.

Arlington House was originally chosen as the focus for this unit because of its easy accessibility. One pleasant surprise was to discover how helpful the National Park Service personnel were in locating any information available which related to this unit. A similar study could be made of other historic houses using whatever pictorial and/or written evidence is available.

Often local historical societies or local libraries can provide enough information to create similar activities. If nothing is available locally, the National Park Service at Arlington House may be able to supply brochures and pictures to fill in for some of the slides, etc.

It cannot be too strongly stated that being able to visit the house after completing the unit was a most satisfactory culminating activity. Students were very anxious to visit the house they had been studying. They came with questions about the people they had studied and they wanted to see the physical evidence of the lifestyle they had hypothesized about. (See Appendix #2).

This unit was created for use in the 7th grade American Studies curriculum. It could be adapted for use in other grades. The unit works very well in conjunction with the Freedman's Village unit also written under the HISTORY BY THE BLOCK grant. Both units deal with the same parcel of land showing its use before and after the Civil War.

About Arlington House

Arlington House was built in the early 1800's by George Washington Parke Custis. Mr. Custis was the grandson of Martha Washington. His father, John Parke Custis, died when G.W.P. Custis was not yet a year old. The Washingtons raised G.W.P. Custis and his older sister at Mount Vernon. It was John Custis who purchased the land which later became the Arlington Estate. After Mrs. Washington's death, G.W.P. Custis decided to build a home on the high land on the Arlington Estate. He wanted a suitable home for his

bride-to-be. In 1831, G.W.P. Custis' daughter, Mary Anne Randolph Custis, married Robert E. Lee. The Lees made Arlington House their home until 1861.

The house itself was started in 1802. By 1804, both the North and South wings of the house were habitable. They were not connected, however, until the center section of the house was completed in 1817.

The style of the house is Greek Revival as evidenced by the massive columns and pediment of the front porch. There are many unanswered questions about the actual plans for the house. Evidence revealed during recent repairs indicates that the North wing of the house was completely redone soon after its original construction. The floor levels were changed in order to allow the two wings to be joined by the center section.

As the slides show in detail, there are numerous architectural details characteristic of the Greek and Roman Revival styles. The symmetry of the house, as well as its front view, are examples. Other details from the interior of the house show the craftsmanship and care taken in the building of the house. The plans for the slave quarters behind the house itself are an indication of the type of details that Mr. Custis felt were important.

If These Walls Could Talk

Lesson #1

Goal: To have students recognize and identify an antebellum Southern Plantation House

Objectives:
1. Students will be able to draw/sketch a plantation house from a primary source description.
2. Students will make several generalizations about plantations based on primary source descriptions and class discussion.

Materials:
1. Description of "mystery" house
2. Plain paper
3. Crayons, markers, etc.
4. Tape
5. Blackboard and chalk or overhead projector, blank transparencies and marker

Teacher	Student
Read description of "mystery" house.	Listens.
Ask students to draw picture of the house in the verbal description.	Students draw.
Ask students to share drawings. Put the pictures on the board. Encourage them to identify similarities in their pictures. List similarities on the board and on a transparency. (Probable similarities should include): Columns and pediments Brick/stone construction Large symmetrical building	Students put pictures on board. Point out similarities for teacher to list on board.
Ask students - "Where is this house?"	
"What can you tell about the people in this house? people and roles characteristics	Respond to questions.
List responses on board or on a transparency. (Have a copy made to keep for future reference).	

Teacher	Student
Conclude lesson by telling students that tomorrow they will investigate to see if their predictions are correct.	
Save pictures, the list of similarities, and save a copy of the students' predictions.	

Mystery House Description

To the Teacher:

This description is an abridgment, 2nd edited version, of a letter printed in The Virginia Magazine of History and Biography, April, 1949, pp. 140-175, published by the Virginia Historical Society, Richmond.

The letter was written by Blanche Berard in 1856 after she visited Martha Custis Williams at Arlington House. Martha Custis Williams was the grand-neice of George Washington Parke Custis. At the time of her visit, Mr. Custis, Martha Williams, and Mrs. Robert E. Lee were the only family members at the house. The complete letter also describes the Capitol, White House, and Mt. Vernon at that time.

THE LETTER

For my dear Mother and Sisters and for Mrs. Vaughan.

Palham Priory April 18, 1856

My dearest Mother,

More than a fortnight ago I received a letter from Markie inviting me most kindly and temptingly to visit. I replied that my present engagements would prevent my leaving the *Priory before 1st July and then it would be too warm for a visit to Virginia. I added that we should have a week's vacation beginning on the ensuing Wednesday, but as it was only a week it would be of no avail for a visit at such a distance. The following Monday I received another letter from Markie begging me so urgently to come now, and giving so many good reasons for it that I really could not help taking the matter into consideration. The question whether it were worth while to go only for one brief week did occupy my mind for the remainder of the morning. About two o'clock I decided in the affirmative, and after dismissing my afternoon class, I went to my room, packed my trunk, and decided to begin my journey that very evening. The plan was to spend the night in Brooklyn and start early Tuesday morning for Washington. I left the Priory about six o'clock, and after waiting at the Depot, took the cars at New Rochelle at 7 'clock. When the baggage Express man came round I asked if he would have my trunk at the N.J.R.R. the next morning by the 8 o'clock train. He promised but demanded payment beforehand. I demurred, preferring to pay on delivery of baggage. He insisted however and I gave him the quarter. When he left, my lady-neighbour remarked that the Express agents were very trustworthy. This opened a conversation in which I discovered that she too was going to Brooklyn. In a few minutes the gentleman before us left his seat and then the lady told me that he too was a Brooklynite but she could not recall his name. Soon he returned to his seat. Later the gentleman was discovered to be a Mr. Corning of Brooklyn, and the lady the widow of Capt. Thos. Britton. We had a very pleasant conversation, and finally Mr. Corning took me under his wing, and landed me safely at Uncle Robert's door. The next morning by a few minutes after 7 o'clock Mesier and I started for the 8 o'clock N.J.R.R. train. Reaching Fulton Ferry we found a large vessel directly across the slip on the N.Y. side, and as there was a prospect of waiting a half hour before crossing, Mesier proposed our trying the Wall St. Ferry. We walked thither very rapidly, and reached it just in time to see the boat push off. Took the next boat, then a Wall St. omnibus on the N.Y. side, and reached the Jersey City Ferry within a very few minutes of the boat's leaving. Mesier went to look up my baggage, and I applied for a ticket. Told that was not the office for through tickets to Washington, I must go to another place, or I could get it on the boat. Forgetting entirely in my confusion that they would not check my baggage until I showed the ticket, and that Mesier could do nothing without it, I marched on board the boat and took a trip to Jersey City leaving Mesier searching for me. Finding my baggage was not on the boat, I re-crossed to N.Y. I found Mesier had deposited my trunk in the Express office, with orders that it should be sent on in the 6 o'clock evening train. I felt a little disappointed, but

*"Pelham Priory," Westchester County, New York, a noted school which was "especially regarded with favor by young ladies of the Southern United States."

'ere another day had passed, I realized all the kindness of the Providence which detained me. Had I gone in that train, I should have reached Washington in the evening which would have increased ten-fold my trouble in getting to the house. After seeing to my baggage, I walked to Harry's Store, and sent for Mesier. He was greatly relieved, and it was decided that I should go on to Philadelphia in the 11 o'clock train AM and spend the evening at Dr. Vaughan's until 11 at night when I should take the cars for Washington, and arrive there at 6 o'clock on Wednesday morning. Harry went with me to the cars and I purchased a through ticket for $7.50. Reaching Philadelphia I took an omnibus to Mr. Williams in Vine St. They treated me very kindly and cordially, and after staying an hour or so, I walked to Dr. Vaughan's. About 1/2 past 10 o'clock we got into a carriage and drove to the cars. Being arranged for night traveling they are luxurious affairs. When my friends had gone, I prepared to make myself comfortable. First however, I had an interview with the conductor. I told him I was alone and asked him to look after me. To which he replied, "With the greatest pleasure." He then introduced me to a man, whom he called "Mark" who was the Conductor all the way through to Washington. Mark took the very best care of me at Harve de Grace, where we crossed the Susquehannah in a boat, and took another set of cars, and also at Baltimore, where we changed again. Just after leaving Baltimore, I wrote a pencilled hurried note to Markie, telling her that I was on my way to Washington, where I expected to arrive about daylight, and should wait in the ladies' room at the Depot, until the carriage was sent in for me. By this time a new conductor-friend had taken me in charge, and offered to forward my note. A blissful dream of ignorance from which I was doomed to be somewhat rudely but most effectually awakened. After reaching the Depot, my Conductor came to me and said "You will have to wait here some time, and I too remain several hours in Washington - the Capitol is but a few steps off, as you are a stranger would you not like to walk up and see it." It was a beautiful morning, the Sun gradually dispersing the mist. The Capitol looked magnificently, even in its present unfinished state. The architecture is imposing and the marble beautiful. They are building two immense additions one on either side and enlarging the dome. Standing on the steps of the building we looked down upon the spacious grounds, ornamented with Greenhough's fine statue of Washington. -Beyond them stretched Pennsylvania Avenue with its magnificent length and bredth, the White House looming up at the distance of nearly two miles. I returned to the Depot. Whole hours passed, and still no carriage. I began to make inquiries. A gentleman advised me to take an omnibus, get out at a certain druggist's, who knowing my host would be at some pains to send a message for me. I took the advice. It was a lovely day and despite my perplexities I could not help enjoying my drive along Penn Avenue, and the view of the Presidential Mansion, the Treasury and War and Navy Departments. Reached the druggist - the store closed - the owner having recently died. I was now no better off than before. Having still a miserly regard for my purse I asked a young man whether I could not leave my baggage at a tavern hard by, to be sent for, and walk. He replied "Yes - it was a smart walk but he would go with me to show me the way." I rather demurred and proposed his getting a carriage. He could only procure a light carry-all and negro-boy for $2. I asked if the lad was a trusty-driver - to which he responded "I don't know - I reckon I'll drive you myself." We crossed the river over a bridge nearly a mile in length and the opposite shore as well as the view up and down the river is lovely. The House which stands on very high ground about a mile from the river, presents from every point of view a very attractive appearance. It is built after the model of a Grecian Temple, but an exceedingly chaste simple style of architecture. A doric Temple I should judge. As my magnificent equipage drew up to the house, a little negro appeared to whom I announced myself. In a moment Markie rushed out, delighted, amazed, and amused. Found

only Mrs. L. and her father with Markie at home. Tell Minnie I wish she could see the house and the house-keeping. It is a style of which she has no conception, and I am sure would quite overwhelm her. First after crossing the Portico you enter a large Hall hung with pictures of great interest. Peale's Gen. and Mrs. Washington, Gen. Parke, an ancestor of Mr. C's, painted by Sir Godfrey Kneller; of course extremely interesting - around the general's neck hangs a miniature of Queen Anne, presented to him by her Majesty, for bringing the first news of the battle of Blenheim. That picture alone is worth a visit. On the right of the hall opens a room, which a sort of archway divides into two, a larger and smaller apartment. I said to Markie "I like this room; it is not the least bit in order" - Mrs. Washington's tea-table is in this room; also vases and other furniture from Mt. Vernon. The Washington silver too is in an antique side board, in the smaller division of the apartment which is used for a dining room. Think of pouring out my own tea from the silver tea-pot which the honored mistress of Mt. Vernon daily used? - Interesting pictures - LaFayette and Washington with miniatures and portraits of the family hang in this room. Opposite on the left of the Hall is a beautiful and noble drawing room, very handsomely furnished and hung too with paintings. Col. L's portrait is there - also beautiful pictures of the children. On the mantel-piece stands china from Mt. Vernon. Around the rim runs a chain with the names of each state inserted in the links. At the end of the hall and on the left side of it, a stair-case leads you to the upper rooms. They are all large, but we should think them terribly unfurnished. Markie's room commands a beautiful view of the river and of Washington. In it are two large double bedsteads. The picture of her Mother - oh! so sweet, how I wish you could see it - hangs over the mantel piece. Her father's portrait, taken when he was in the Infantry hangs opposite. Two other portraits are in the room. In the apartment adjoining Markie's stands the bed on which Washington died. I lay down there for a couple of hours. I find that relating every adventure will make my letter too long, therefore I will omit many which I can give you when we meet if spared to do so. On Friday morning Markie started with me for Mt. Vernon. We took the boat; the banks of the river are very pleasant. The most beautiful object I saw was the House which shows strikingly for miles. On Sunday in the afternoon we walked through the beautiful woods with Mildred Lee, to a little school house where there are services for the negroes. It was a charming day and we found the first spring wild-flowers - beautiful beds of trailing Arbutus. The services at this little station were very interesting - servants of all ages and all so attentive. The "talk" on the character of Lot, by one of the young students from the Theo. Sem. (3 miles distant) was very interesting. On Monday evening I had a long talk with Mr. C. about Mt. Vernon. He told me of the daily routine of life there. You know he was the adopted son of Gen. Washington. He spoke of Mrs. Washington's admirable management of her servants and household, going through every department before or immediately after breakfast. From nine o'clock until 10 o'clock every morning she retired to her own room for an hour of meditation reading and prayer and that hour no one was ever allowed to interfere with. Then her young female servants were gathered in her apartment to sew under her own supervision and they became beautiful seamstresses. Mr. C said "bad bread was a thing entirely unknown at Mt. Vernon"; that too was mixed every night under the eye of the mistress. Immediately after breakfast Mrs. Washington gave orders for dinner, appointing certain provisions, a pair of ducks, a goose or a turkey to be laid by, to be put down in case of the arrival of company; a very necessary provision in the hospitable mansion. A ham was boiled daily. The Gen. rose at 4 o'clock all the year round, donned dressing gown and slippers and going to his library lighted in his own fire and read or wrote until just before breakfast, when he dressed and after that meal rode over the estate and engaged in out of doors' affairs until a half hour before dinner, which was at

3 o'clock. An hour or two of the evening he spent with his family and retired punctually at 9 o'clock. I asked Mr. C. how he and his sisters regarded him and whether children felt at home with him. He replied that they stood in much awe of him, although he was kind in his manner to them. They felt they were in the presence of one, who was not to be trifled with.

On Tuesday morning at 7 o'clock I left to take the 1/2 past 8 o'clock train from Washington. On reaching the Long Bridge over the river found the draw out, to let vessels through which very leisurely were gliding down the river. After a half hour's detention, we got over and then Mrs. L. bade Daniel drive to the cars. The order was given and obeyed in Southern fashion, consequently we reached the Depot but not the cars. They had left 3 minutes previous. I left Washington by aft. I trust I shall be ever thankful for this journey and visit. It has been a delightful one. I would not care to live at the South, however. The responsibility and bother of those servants would be enough to deter one. Just fancy waiting tea (with company in the house from a long ride) until 8 o'clock because they couldn't find anything to milk the cow in. Mrs. L. was fairly provoked when they told her they had gone to the dairy-maid and to this, that and the other and couldn't get a pan, and exclaimed "Why didn't you come to me the maid of all." Such shiftlessness is incredible to Northern housekeepers.

Lovingly and truly your child,

Blanche Berard

If These Walls Could Talk

Lesson #2

Goal: To have students determine the functions performed on a Southern Plantation through analysis of the form of the buildings and the estate plan.

Objectives:

1. Students will be able to identify certain architectural components of Arlington House.
2. Students will be able to list and explain at least 5 different roles and activities carried out at Arlington House in 1860.

Materials:

1. Slides of Arlington House (available with guide from Mr. Stiss). (See attached Note #1).
2. Copies of worksheet #1 - architectural characteristics.
3. Copies of the floor plan of Arlington House for each student (or small group of students).
4. Copies of the Arlington Estate Plan for each student (or small group of students).
5. Copies of The Arlington Household 1857 sheet for each student (or small group of students).
6. Chalk and blackboard or overhead projector and transparencies.
7. Promise of America: Struggling for the Dream (Book 2) by Dr. Cuban (See attached Note #2).
8. Transparencies/lists and pictures from yesterday's lesson.

If These Walls Could Talk

Lesson #2 - Note #1

The slide presentation on Arlington House includes 27 slides. Cost considerations prohibited duplicating these slides for dissemination with this unit. If a local house is to be used, a similar slide presentation could easily be prepared. Listed below is a brief summary of the slides included in the Arlington House presentation.

Slices 1, 2, 3 - 1864 views of the house showing close-ups of the porch and entablature

4 - Picture of partially plastered hollow brick columns

5 - Current exterior of house front showing marbleization based on Civil War photos

6, 7, 8 - Close-ups of 1974 remarbleizing of columns

9,10 - Interior pictures showing varied use of arches

11 - Detail of the oak leaf carving of marble mantlepiece in the parlor

12,13,14,15 - Family dining room showing use of arches

16,17 - Family parlor with paint removed

18,19,20 - Center hall showing arches, frescoes, iron lock box, brass door knocker

21 - Pantry showing an original cupboard

22 - School room

23,24 - Oldest mantlepiece in the house

25,26,27 - Plasterer working on ceiling molding

Lesson #2 - Note #2

Readings in Promise of America are from the following sources:

A Second Visit to the United States of North America by Charles Lyell pp. 252-266. Published by John Murray, Ltd., 1849.

Journal of a Residence on a Georgian Plantation by Frances Anne Kemble, pp. 30-33, 43, 189-191. Published by Harper and Brothers, N.Y., 1863.

Up From Slavery by Booker T. Washington, pp. 1-11, 13-14. Copyright 1900 by Doubleday and Co.

Life and Times of Frederick Douglass by Frederick Douglass, pp. 56-57, 62-64, 106. Copyright 1892 by DeWolfe, Fiske and Co.

The Liberator, April 27, 1860.

If The Promise of America, or the sources listed above, are not available, excerpts from other primary source material regarding slavery should be substituted. The readings cited give very specific details about slaves' living conditions as well as the roles of various whites on the plantation.

Worksheet #1 - Architectural Characteristics Name_____

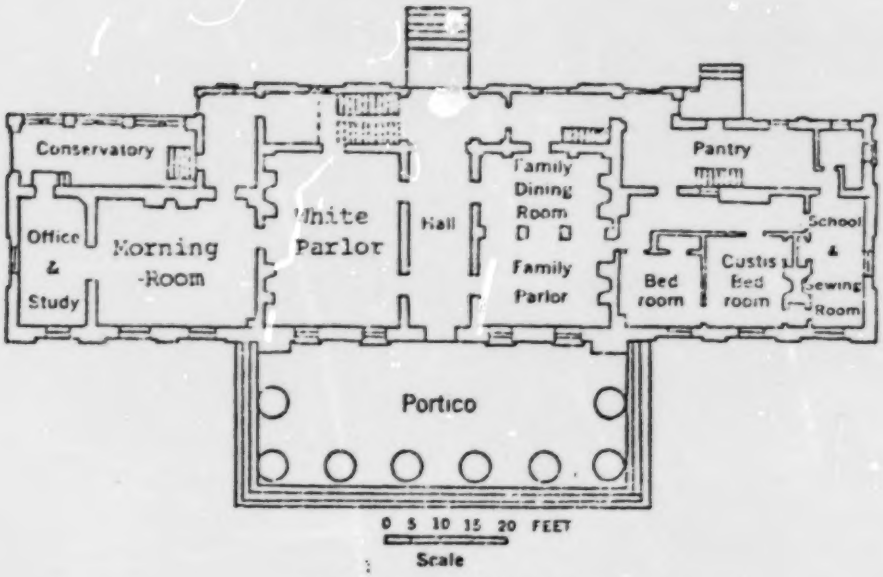
As you view the slides from Arlington House, look for the features listed below. Sketch as many variations for each as you can see in the slides.

1. entablature - horizontal feature resting on top of columns or directly under the roof line.

2. columns

3. arches

MEASURED DRAWINGS OF THE MANSION



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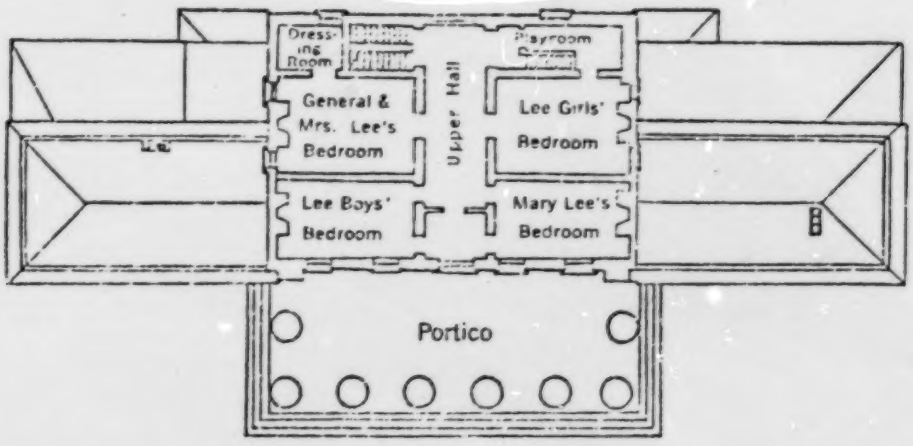
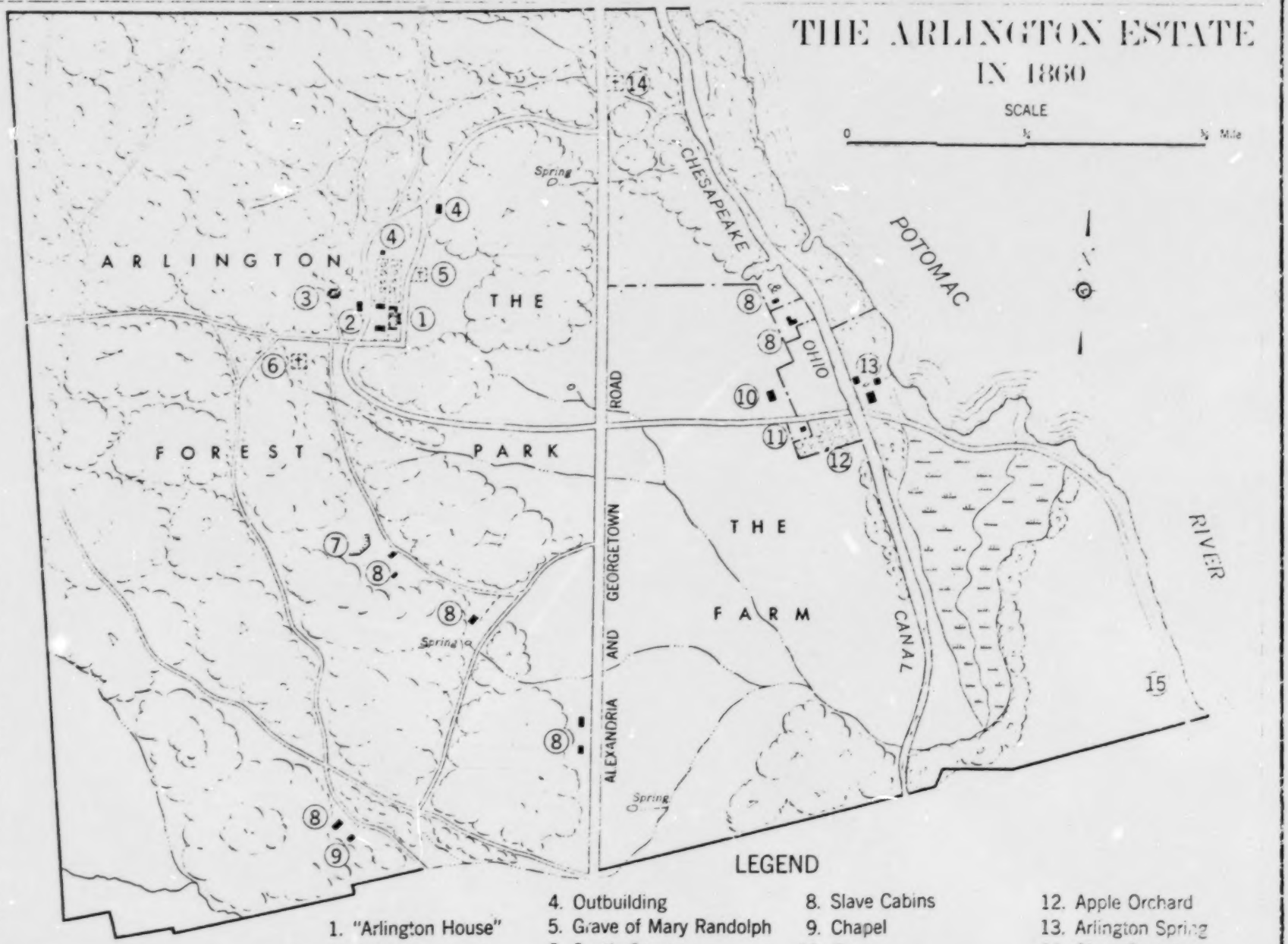


SECOND FLOOR PLAN


THE ARLINGTON ESTATE
IN 1860
SCALE
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FOREST
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FARM
Spring
CHESAPEAKE & OHIO CANAL
POTOMAC
RIVER
ALEXANDRIA AND GEORGETOWN ROAD
LEGEND
1. "Arlington House"
2. Ice House
3. Stable
4. Outbuilding
5. Grave of Mary Randolph
6. Custis Graves
7. Gravel Pit
8. Slave Cabins
9. Chapel
10. Barn
11. Overseer's House
12. Apple Orchard
13. Arlington Spring
14. Slave Cemetery
15. Road to Long Bridge

THE ARLINGTON HOUSEHOLD

1857

George Washington Parke Custis
age 74

The Lee children called him "Grandpa." He built Arlington House. He was raised at Mount Vernon by his grandmother, Martha and step-grandfather, General Washington.

Colonel Robert E. Lee
age 50

"Pa" to the Lee children, he served in the U.S. Army. He supervised construction of forts and had been superintendent of West Point.

Mary Anna Custis Lee
age 49

"Ma" to the Lee children, she managed the big household and servants. A fine artist, she also enjoyed gardening.

George Washington Custis Lee
age 25

Called Custis, he graduated at the top of his West Point class. He served with the Army in Washington city.

Mary Custis Lee
age 22

Called "Sister" by the family, she enjoyed visiting relatives, parties and travelling.

William Henry Fitzhugh Lee
age 20

Known as Rooney, he left college to join the Army and served out West. He was an excellent horseman.

Anne Carter Lee
age 18

She was quiet and reserved. She helped her mother run the house and taught the servants' children.

Eleanor Agnes Lee
age 16

Called Agnes or "Wig," she played the piano, read a great deal, and had pet rabbits.

Robert Edward Lee, Jr.
age 14

Called Rob, he liked to hunt and ride his Mexican pony.

Mildred Childe Lee
age 12

Called Milly, she had numerous pets and raised chickens and flowers.

SERVANTS

Selina Gray - personal maid of Mrs. Lee
George Parks - cook
Daniel Dotson - coachman
Ephraim Derricks - helped with care of carriage and worked in the house

Lesson #2 - Procedure

Day #1:

1. Put transparency or sheets from yesterday's lesson on the board. Have students discuss their predictions as to where the house is and what it looks like.

2. Tell the class they are now going to see slides of the house described in the letter. Hand out worksheet on Architectural Characteristics.

3. Show slides of Arlington House. Use the guide to help students identify the architectural characteristics present at Arlington House. Have them sketch or write definitions for each item on their worksheets.

4. After viewing the slides go over the worksheet together and look at the pictures and list of similarities from yesterday's lesson.

5. Using the list and pictures, identify as many of the architectural forms from the worksheets on the students' drawings from yesterday as possible. Discuss any ideas the students might have about why these would have been included in Arlington House - or some other Southern house of the period.

6. Collect the worksheets.

7. Assign the first group of readings as appropriate to the class ability. Students should be instructed to take notes about any information the readings give regarding the life-style and living conditions of people who lived on plantations. Teachers may wish to prepare a study guide for each reading. Below is an example of a chart students might be asked to complete:

Title of Reading	Author	People mentioned in the Reading & their job	Description of housing, food, etc.

Lesson #2 - Procedure

Day #2:

1. Briefly discuss the slides and drawings from yesterday.

2. Ask students "Who lives in this house?" "What was their lifestyle?" Discuss any hypotheses the students suggest.

3. Hand out the Arlington Household 1857 sheet, floor plans and estate plan.

4. Divide students into small groups.

5. Have each group prepare 2 lists using these 2 graphics. The first list should enumerate all of the activities which might have been found in and around the Arlington House and its Estate in 1860. The second list should be a list of the people who would have been there in 1860.

6. Have each group share its results and compile the lists on a transparency or the blackboard.

7. Collect the maps, floor plans and the group's lists.

8. Assign reading for the next lesson as appropriate to students' abilities and available books. The readings are to familiarize the students with the living conditions of slaves. Have them look for specific information about how slaves lived.

   Promise of America: Struggling for the Dream (Book 2) - by Dr. Cuban, pp. 127-143; 148-153, particularly 134-138 which gives a 1st hand account of slave quarters and living.

   If this text is not available:

   American Adventures - pp. 236-240

   America: Its Peoples and Values, pp. 371-376, pictures, pp. 430-431, and see Materials, Note #2

If These Walls Could Talk

Lesson #3

Goal: To have students understand what slavery was like and how widespread it was in the South.

Objectives:
1. Students will be able to discuss what it was like to be a slave as well as the different jobs slaves performed and treatment they received.
2. Students will prepare 2 bar graphs using information supplied to them in chart form.

Materials:
1. Promise of America: Struggling for the Dream
2. Worksheet #2 on Slave Ownership and Southern Population
3. Rulers
4. Arlington Estate Maps
5. Elevation drawings of Slave Quarters at rear of Arlington House.

Procedure:
1. Allow students to complete reading assignment from previous lesson. Direct them to pay particular attention to the details of how slaves lived.

   Promise of America (Book 2) pp. 127-143 and 148-153, particularly pp. 134-138.

2. Have students look at the Slave Quarters elevation sheets and the Estate Map. Point out that the Estate map does not show the slave quarters behind the house. They would be located between the House and the stable.

3. Ask students to hypothesize which slaves lived in these quarters. Ask them if the other quarters (#8) on the map were as carefully drawn and as ornately built. Remind them of Booker T. Washington's description of a slave cabin.

4. Have students complete the worksheet about Slave Ownership and Southern Population. (This could be a homework assignment).

5. Go over the Worksheet and discuss the answers to the questions.

American Studies

Worksheet #2 Name _____
Slave Ownership and Southern Population

Use the following information charts to answer the following questions below and draw the graphs.

Slave Ownership in the South 1850

Slaves Per Family	# of white slave-owning families
1 - 9	255,258
10 - 49	84,328
50+	7,939
Total	347,525

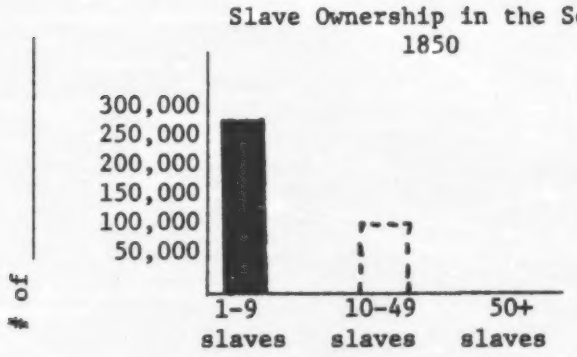
Population of the Southern States 1850

White	6,242,418
Free Black	238,187
Slave	3,204,077
Total	9,684,682

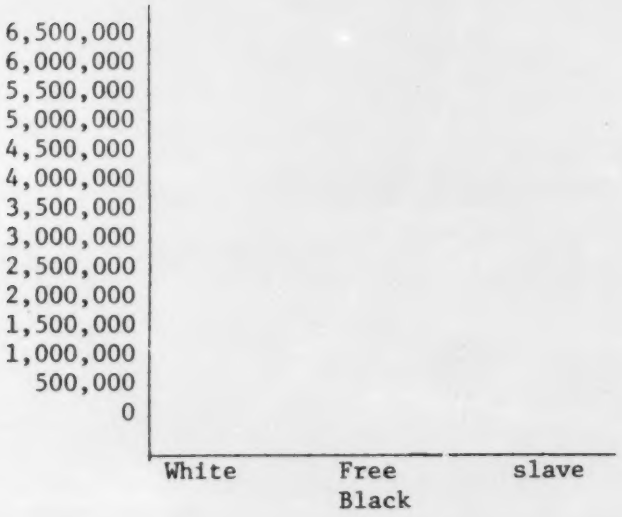
1. On your own paper draw 2 bar graphs. One graph should represent the information in the first chart. The second graph should represent the information in the second chart. Be sure each graph includes:
    1. A title
    2. Labels for each axis

*1a. For use with students who have not yet worked with bar graphs.

Use the 2 charts to complete the bar graphs below. Be sure to label each axis. Also, if you use colors to represent different things include a color key.



Population of the Southern
States 1850



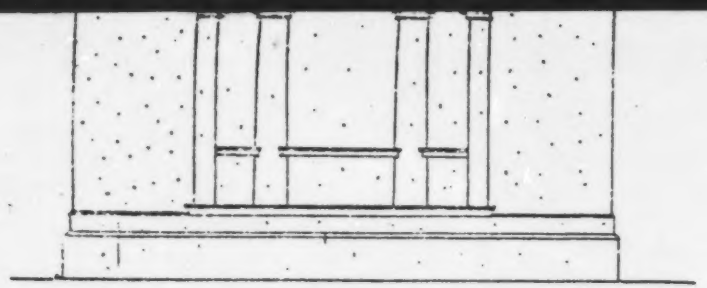
2. How many whites lived in the South in 1850?

3. How many white families owned slaves in 1850?

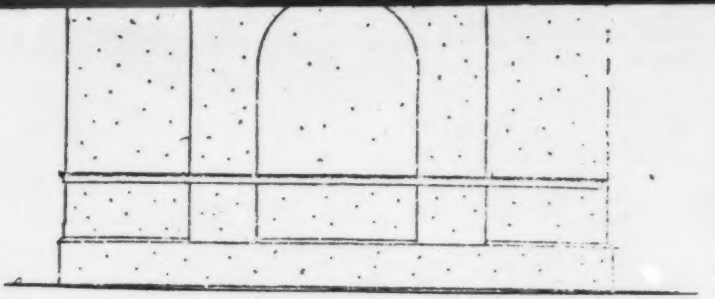
4. In the South in 1850 women generally could not own property. Slaves were considered to be property. Therefore, the number of slave-owning families is probably about equal to the number of adult white males who owned slaves. Did most of the whites living in the South in 1850 own slaves?

5. Of the families that owned slaves, most owned how many slaves?

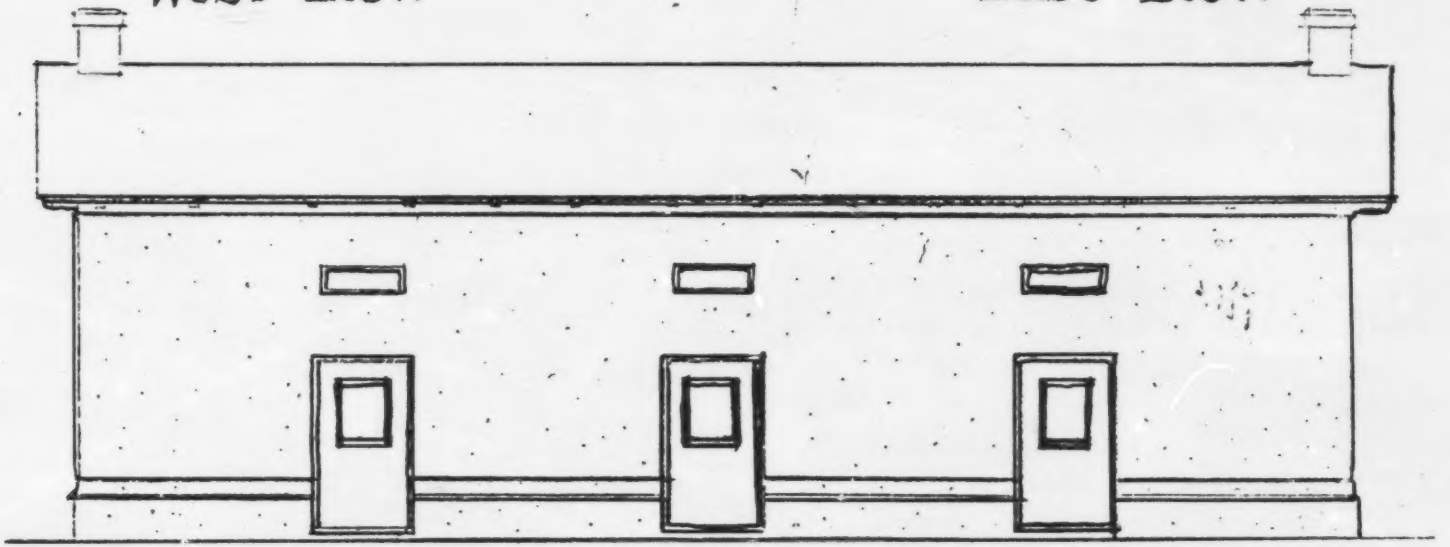
6. The (largest, smallest) number of slave owning families owned 50 or more slaves.



West Elev.

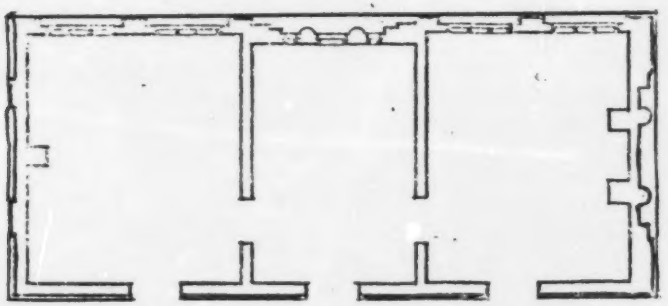


East Elev.



North Elevation

Scale: 1/8"=1'-0"
Actual Scale 1/4" = 1'-0"



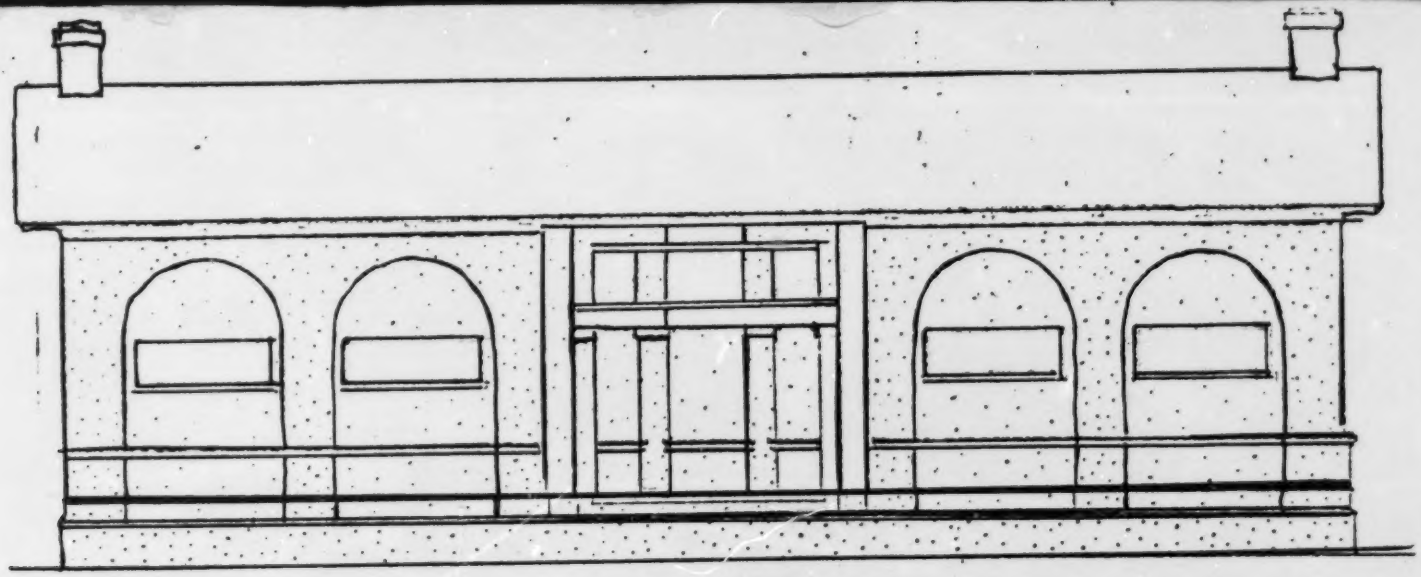
Plan Scale: 1/16"=1'-0"
Actual Scale 1/8" = 1'-0"

Slave Quarters in rear of the Mansion.

112

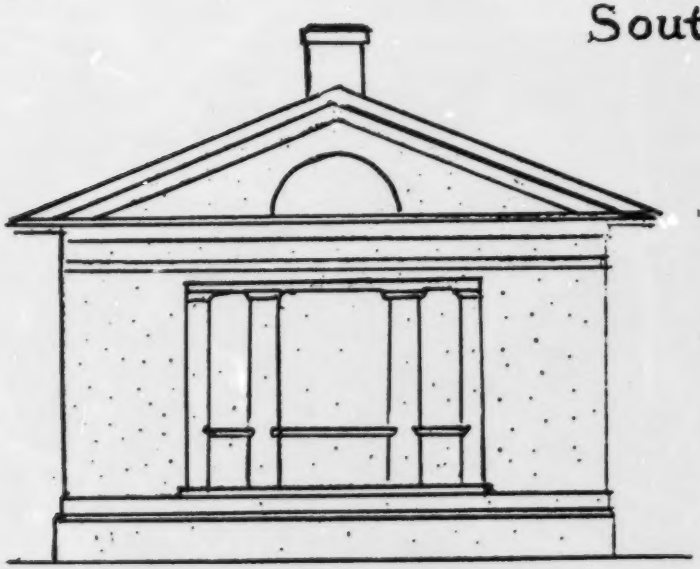
B1 CUSTIS-LEE MANSION ~ ARLINGTON NATIONAL CEMETERY 32

MEASURED AND DRAWN BY RODIER & KUNDZIN ~ ARCHITECTS ~ WASHINGTON, D.C.

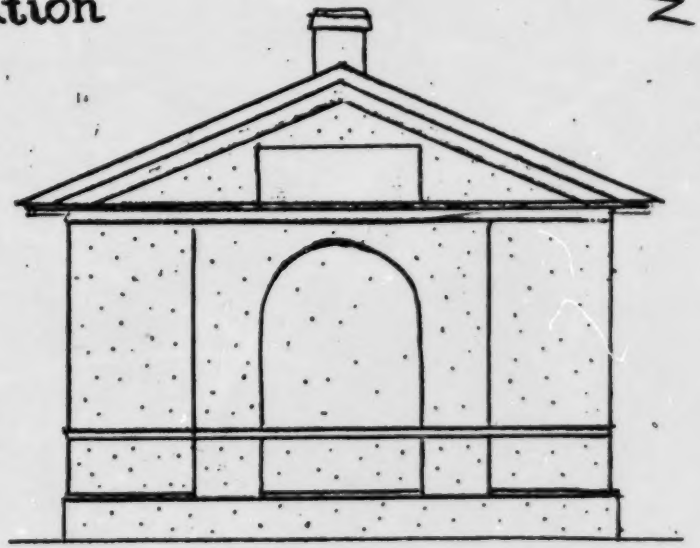


South Elevation

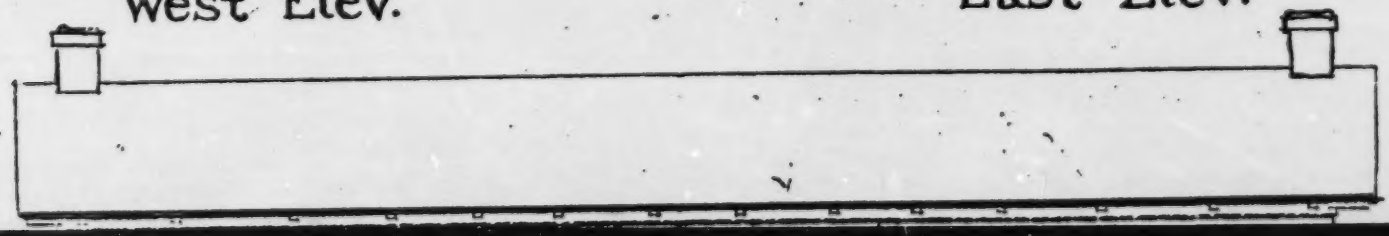
NCP 2.3-92-3



West Elev.



East Elev.



If These Walls Could Talk

Lesson #4

Goal: To have students understand the importance of the plantation (houses) to the South prior to the Civil War and to identify some of the roles which made up the plantation household.

Objectives:

1. Students will demonstrate their understanding of the various people in a Southern Antebellum Estate either through writing a letter or journal entry or preparing and participating in a skit.

2. Students will classify evidence gathered from various primary source materials by completing a chart.

Materials:

*1. Floor plan of Arlington House
*2. Map of Arlington Estate
*3. Promise of America - or other readings
*4. Slides from Lesson #2
*5. Elevation of slave quarters
6. Students' notes from reading assignments
7. Large paper and markers
8. Rulers
9. Role cards - small papers labelled with one role from the chart - white male family member, white female family member, family children, slave children, house slave, field slave, enough for 1 per student.

Procedure: (Note - This lesson will take at least 2 periods) (1-3 = day 1, 4 = day 2 or 3 depending on how much of 4 is done in class)

1. Divide the class into small groups. Each group should receive a large sheet of paper and a marker and ruler.

2. Draw the following chart on the board. Each group should complete the chart using whatever resources they need which are available in the classroom.

*Materials are to be available in classroom for use as needed.

Person	Daily Responsibilities	Living Conditions	Clothing	Food
Adult white male family member				
Adult white female family member				
Family Children				
Slave Children				
House Slaves "Servants"				
Field Slaves "Hands"				

3. After the groups have completed the charts post the charts at the front of the room. On the board write a "master chart" using the groups ideas.

4. After completing the "master chart" each student should draw a role card.

5. Each student should prepare a letter or diary entry which describes a typical day in the life of the person whose role they are playing. (This could be done at home) OR Each group will prepare a skit which will convey in a dramatic mode the same information about the daily life on the plantation.

6. The class shares the letters or watches the skits.

7. Discuss the results from the letters and skits. In the final discussion the teacher should ask the questions.
   Why study this house?
   What do you think will happen to this house?
   What do you think will happen to the people?

The answers should get at the idea that even though plantation owners were a minority, they were the most powerful members of the Southern population and they determined policy.

The answers should be recorded. They can then be brought out when the Unit on Freedmen's Village is used.

8. Teachers could go directly to the Freedmen's Village unit and then teach the Civil War as the event which caused the change. Or, teachers could teach the Civil War and conclude with the Freedmen's Village as a way to teach Reconstruction.

Possible Additional Activities:

1. Students (either individuals or in small groups) could research a Northern town, Southern town, small Southern farm or a Northern farm. This research could be shared and the class could draw some conclusions based on comparison and contrast of the information found in the research.

2. Students could build a model of a plantation - or any of the things listed above.

3. Students could prepare a skit (or several skits) showing one aspect of life on a plantation. If they have studied other areas, skits could be prepared to compare the areas.

4. Comparisons could be made between Arlington House and other plantation houses.

Appendix

Arlington House Field Trip

One of the most worthwhile parts of this unit was the field trip taken to Arlington House after completing the class work for the four lessons. The National Park Service staff created a field trip designed specifically to complement this unit. Obviously, such a field trip is not possible for all classes. Listed below is a brief description of the activities which made up the field trip and which might be helpful in arranging other field trips.

The class was divided into 3 groups and each group took a tour of the house prior to beginning any of the investigation. Each group had the opportunity to try each activity. If time or facilities did not allow for universal participation, each group could participate in only one activity and time could be provided for reporting to the class.

Activity 1 - Marbleizing

Students were shown slides of the artist working on the columns at Arlington House. Then they were provided with a board and appropriate paints, brushes, rags and sponges. They were also given the attached written directions. The marbleized samples varied greatly in their success, but students all gained an appreciation of the craftsmanship involved.

Activity 2 - Examining evidence used for restoration

Students used actual paint chips viewed under a microscope to try to identify what colors should be used to reproduce the original color scheme. They also examined other physical evidence in a section of the house undergoing restoration. They were able to identify various levels of plaster and paint and several original wallpaper scraps.

Activity 3 - Identifying artifacts

Students were given 17 artifacts labeled only by number and asked to identify where in the house each artifact would have been found. The artifacts included fragments of 2 different china patterns, gilt and gesso from a picture frame, different types of bricks, different types of molding, several pieces of marble, wallpaper fragments and part of a fan light.

United States Department of the Interior

NATIONAL PARK SERVICE
GEORGE WASHINGTON MEMORIAL PARKWAY
TURKEY RUN PARK
McLEAN, VIRGINIA 22101

IN REPLY REFER TO:

Outline of restoration of Sienna Marble, ~~September 1982~~

on Portico at Arlington

Sequence

1. Base coat applied over primer coat. Ochre

2. A second base coat of paint applied and allowed to dry by artist. Ochre

3. Tints were mixed in oil base exterior household paint, to match the pigments recommended in Painters' Mauual. These were then applied to simulate marble graining. The artist worked from pieces of marble.

4. Tools used by artist:

   A) Cherry picker to reach entablature
   B) Paint
   C) Brushes, sponges and cloth

Suggested Process

1. The pints are mixed and brushes, sponges and cloth are available.
2. Read the description of this process from the Painters' Guide.
3. Study the wood panel and the slide of the Sienna reproduced on the Portico.

The attached description of this method is from Nathaniel Whitlock's, The Decorators' and Painters' Guide, published in London in 1828. (Library of Congress #NK2175 W4 -Prints and Photographs Division)

SIENNA MARBLE.

The yellow marbles of Syria, Arragon, and Sienna, have nearly the same appearance, and are known in England by the name of Sienna, that being the part of Spain where this beautiful marble is found in great abundance.

The ground colour for Sienna marble is pure yellow ochre: the varied tints that are first spread over the ground, are formed with yellow ochre and white, and the pigments called raw and burnt sienna. These shades must be tastefully displayed and made to run one into the other by being painted over the ground very thinly with a brush for each colour, and afterwards blending them together with the softener. This effect is endeavoured to be shewn in Fig. 1. Plate XVIII. While the shading colour is wet, the veins that are more removed from the surface are put on with a sable pencil. The colour is venetian red and a little prussian blue: the lines should run in the same direction as the shade: the darker veins nearer the surface are formed with lake, venetian red, and blue, mixed to the tint required; they must be drawn with great care and spirit. In some cases these fine lines run so closely together that they form a small mass, and then branch off in

When the work is advanced thus far, it should be suffered to get dry; and then if the first shading colour shews too thin in parts, or not sufficiently varied, a glaze of raw and burnt sienna may be applied with good effect in different parts: the darkest veins should now be formed with lake and prussian blue, letting them run in small threads over those previously put on, as seen in Fig. 2. Plate XVIII. Every variety of this marble can be produced in the same way: the painter will of course take care to copy several specimens from nature before he attempts to paint columns, pilasters, or any large surface; and it will always be of service to have three or four pieces of this marble to refer to, in order to prevent a sameness in the work. The whole of the colours for this marble are ground in oil.

Sienna marble may be produced in distemper by colouring the surface intended for the ground with yellow ochre and whiting mixed with size. The wall, if plaster, should be well prepared and quite smooth. When the ground colour is dry, procure raw and burnt sienna, Indian yellow ochre, whiting, lake, and damp blue: these colours should be finely ground in beer and put in separate basins; a small quantity of each will produce a great deal of work, particularly of the lake and blue. The whiting should be mixed very thickly with milk, and a greater quantity of this pigment is always required than any of the others, as it is the body colour for every other pigment in painting in distemper. Having a separate brush for each colour, lay on the shades by painting large broad veins of the yellow ochre mixed with a little white; next to this draw a smaller shade of raw sienna, then a dash of white by itself, and near that some burnt sienna. These may be laid on with great freedom, taking care to vary the forms of the different veins, and letting them touch each other. When a yard or two of the space is covered in this way, dab the brush that is used in the whiting in four or five places over the work; then taking a large duster, dip it in some very thin size without any colour, and afterwards squeeze the wet out of it till it will not run freely: with this brush soften and blend the different shades together: while they are wet, put in the small veins with Indian red and blue, and over them still smaller veins with lake and blue. The whole will dry together, and give a pleasing imitation of this marble.

Imitations of Sienna marble are used with good effect for door posts, halls, passages, and in furniture painting, as will be shewn in the remarks on Furniture Painting.

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